



# Woodside Academy Curriculum Policy

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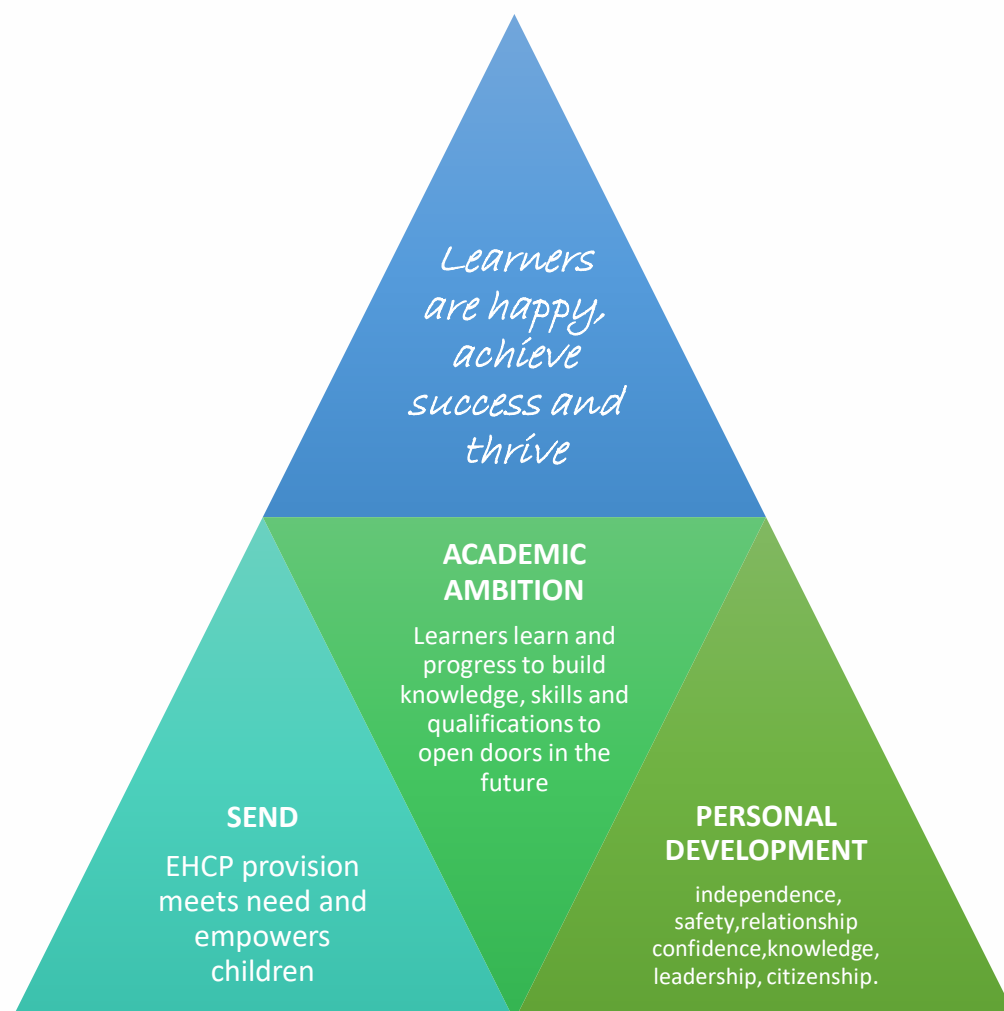
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## Rationale

Woodside Academy's curriculum enables the children and young people to develop academic and lifelong learning skills which empower and engage them to drive forwards into employment or future study or training. It is designed to be ambitious, personalised and to promote a love of learning and reading. We are building a community of learners, fully inclusive of the most disadvantaged, who are resilient, independent, creative and kind. The curriculum is broad, balanced and progressive. It builds on knowledge, understanding and skills from individual start points as children progress through the school. The child-centred curriculum is bespoke and is always under review to ensure suitability and ambition.



The core purpose and strategic vision for Woodside is to ensure that our provision is excellently meeting need so that learners can achieve long term outcomes. The academic curriculum, pastoral support, personal development, ethos of nurture, environment, and therapeutic input combine to support this vision. We work together in partnership with children, parents teachers, and experts. Leaders work collaboratively and ensure that the Woodside curriculum meets need through:

- Child-centred approach and the way children are listened to, spoken to and responded to.
- Personalised learning where children can acquire and demonstrate daily living skills and independence
- Appropriate routines, structures and positivity consistently evident throughout the school.
- Culture and ethos of the school
- Monitoring and analysis

- Early identification of any barriers so that they can be swiftly addressed
- Children’s excellent conduct and their readiness to learn
- The progress that children make academically, personally and towards their EHCP outcomes
- Supporting staff to develop SEND expertise and pedagogy to best meet the needs of all individuals
- Embedding and improving the universal offer and quality first teaching.

There are three strands in our strategic and day-to-day focus; high quality SEND provision, empowering personal development and academic ambition for achievement. These are interdependent, and together will ensure that all children can make the best personal and educational progress possible so that they are excellently prepared for the next stage of their education and life.

## Personal Development

Throughout the school, the vision is to prepare learners for future success in their next steps at each stage of education. Within lessons, and through the Personalised Learning Plans, PLPs, individuals work towards improving skills specific to them that will help to ensure that they are progressing towards their skills for independence and readiness for their next steps.

Woodside’s curriculum places strong emphasis on personal development. Opportunities to enhance Spiritual, Moral, Social and Cultural development are embedded. Learners develop their character – including their resilience, confidence and independence – begin to know how to keep physically and mentally healthy.

We focus relentlessly on learners’ broader development, enabling them to develop holistically by extending beyond the academic, technical or vocational. Theme weeks and specialist arts weeks are geared towards stretching pupils’ talents and interests.

Pupils’ understanding of personal safety and healthy relationships is developed through age-appropriate relationships and sex education and the RSHE curriculum which is taught consistently and at age/developmentally-appropriate levels across the school. Playtimes and lunchtimes are used as ideal learning opportunities for children to develop positive relationships, show their respect and appreciation of difference, and develop social communication and interaction skills.

We aim to develop pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle. We provide opportunities for pupils to be active during the school day, including through the use of The Daily Mile, access to bike-riding, Bikeability, organised lunchtime activities and clubs.

Woodside’s ethos reflects the school- and British values, equality, diversity and inclusion. Assemblies, achievement points and certificates celebrate the values that every individual works towards on a termly basis. Pupils respect difference and this is reinforced by whole school cultural events and RE days e.g. Pride Week, Heritage Day, Religious festivals

Our curriculum and ethos prepare learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Pupils are able to participate in pupil leadership programmes which provide opportunities for pupils to lead in the following areas: student council, play leader, reading ambassador, positivity ambassador, youth Mental Health first aider.

The Duke of Edinburgh Award Scheme and the Woodside Challenge introduced in 2022-2023, seek to further enhance personal development and provide more pupil leadership and volunteering opportunities. From the Summer term 2023, opportunities to take part in the Children's University sit alongside this offer and encourage out-of-hours and school holiday participation for children (aged 7-14).

The curriculum is enhanced through educational visits which take place in all phases.

A range of early interventions to support personal development are offered through the pastoral team and these include;

Mentoring  
Therapeutic art  
Access to Mr Bramble, the dog mentor  
SaLT and OT interventions, social skills, Lego therapy etc  
Boxing programmes  
Therapeutic support re diagnosis ( 1:1 or group)  
Wellbeing plans  
Communication and Interaction  
Independence  
Resilience  
Rebound  
Sensory diets  
Sensory circuits

## Academic Learning

Learners study a broad curriculum based on the National Curriculum, enriched with Woodside's bespoke curriculum to provide context and develop both personal and life skills and understanding. There is particular emphasis on communication, reading, RSHE, and personal development. A full range of subjects is taught, with specialisms being introduced in KS4 which are matched to reflect cohort interests and strengths. So that children can accumulate knowledge and skills as they move through the school, the curriculum is sequentially planned to be progressive, building upon prior knowledge.

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**In Early Years-KS1**, we follow the Early Years curriculum that focuses on the 7 areas of learning;

Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

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**From KS2-3**, our core areas across the school are; English (Communication, Language and Literacy), Maths (Numeracy), Relationships, Sex and Health Education (RHSE), Personal Development and Wellbeing, Science, RE. Progress is tracked in each of these areas, as children move through the school building their skills and knowledge. The Assessment Policy outlines greater detail with regard to progress.

These are enriched by the following learning areas as appropriate across the school; Creative and Performing Arts, Geography, History, PE, Computing Food Tech, Futures and the World of Work.

**At KS4**, young people pursue qualifications in English, Maths, Science, Digital skills. Vocational options reflecting student preference may include Construction, Independent Living Skills, Art and Design, Catering and Hospitality and Sport and Leisure. These are offered according to student demand on an annual basis

**In P16** young people continue to study English, Maths and Science alongside a vocational qualification focused on developing greater confidence and independence in readiness for life after school

Special arts weeks and themed days further enrich and broaden our offer, providing opportunities to try something new and develop new skills and interests. Practical, artistic, technical, physical, creative and therapeutic opportunities and support all contribute to the whole. Themes have been chosen to be accessible, relevant to all and rich in cultural opportunities flavoured with a range of other languages.

Each of the half termly themes run throughout the school, providing commonality across all phases. The progression of skills within each theme is designed to be spiral, with children given opportunity to revisit and build upon prior learning. This also enables children who are working at a different level to their peers to easily access work at the level correct for them- dipping into the work being undertaken in a neighbouring phase as appropriate, but still sharing the same overarching theme.

Detailed curriculum overviews for the whole school are available [here](#).

The curriculum meets the needs of all learners and is adapted to match changes in cohort need and complexity, year-on-year. Within their phase, children are grouped by stage not age.

Interventions to support academic progress:

- **Phonics**, a method of learning to read. It involves matching the sounds of spoken English with individual letters or groups of letters.
- **Blanks Questions and levels of understanding**. This is a bank of structured sets of questions, used to develop children's understanding of what they are reading. Questions and prompts are taken from the level appropriate to the child and help their comprehension
- **Bespoke interventions for Maths**
- **Attention Autism**, to support language development for less able pupils through developing focus and looking from left to right for information
- **PECS** - Picture Exchange Communication System, where a picture is given or shown to someone to communicate a need, a want, or to express a thought
- **Word Up**, a sight-word vocabulary intervention
- **Blast**- Boosting Language, Auditory Skills and Talking, a sequential programme to support early learning skills

- **Communicate-In-Print**, symbols-supported resources for printing visuals and learning support for use in class and learning environments
- **Colourful Semantics**, a system for colour coding words in sentences according to their role
- **NeLi-** Nuffield Early Language Intervention, a programme of short small group or individual sessions to improve children's language and early literacy skills
- **Guided reading strategies**, sharing effective practice and research
- **Aided language boards** to support vocabulary linking to themes/ topics/ subjects, by providing examples and prompts of useful or inspiring words
- **Signalong-** a key word sign-supported communication system based on British Sign Language
- **Intensive Interaction**, an approach to teaching communication skills to those who are still at early stages of development
- **Functional Words**, prioritising words of practical use in the immediate and wider world to support greater independence.

Pathways: At Woodside Academy, children and young people learn and progress on pathways. These pathways ensure that targets are aspirant but also that small step achievements towards their goals are recognised. Pupils may be on different pathways at various times throughout their learning journey for circumstantial or developmental reasons.

For some pupils subject areas need to be taught over a longer period of time to ensure opportunities to revisit and embed learning.

## SEND Provision ([refer also to the SEN Information report](#))

Within the overarching curriculum sits our SEND offer and provision which cover;

**Statutory processes:** There are a number of statutory processes which demand significant time and management and ensure that we comply to high standards. These involve working together with the following partners: *pupils, parents, partnership with Local Authorities L.B Bexley SEN team and Early Intervention team, Children's' social care & Children with Disabilities service, and also include*

- Other Woodside leaders and teachers, to ensure that provision meets the requirements of Section F on the EHC Plans
- Referrals to other professionals regarding additional diagnoses
- Coordination of therapeutic support and intervention
- Coordinate annual reviews and ensure that identified actions are completed including sending suggested EHCP amendments through to the relevant local authority
- Monitoring of attendance and maintaining expectations according to the school's attendance policy.

**Transitions** in, out, and through the school. The academic and pastoral teams work closely with children and families to ensure that children are very well prepared to move up, move on to another setting, or to join Woodside. We work hard to ensure that little time is lost to transition and that information is carried forward to the next academic year/phase/setting. This involves working together with *teachers PLs, SEND team, SLT, feeder schools, local FE colleges and P16 provisions, LSEAT Project Galaxy, L.B.Bexley*

**Partnerships** with children, parents and families, professionals, therapists, EITS, Camhs, LSEAT, L.B. Bexley, Virtual schools (for LAC), referrals to other agencies e.g. EP, NHS. We link up other experts and agencies across the school where needed to ensure that matters improve for children and that the professional network around each child is strong.

## Impact

We ensure curriculum meets the needs of the cohort through:

- Outcome data analysis.
- Destinations data analysis.
- Value added data analysis e.g. Annual Review Actions analysis, Achievements points, incident reports
- Formative and summative assessment analysis (classroom monitoring & teacher judgements).
- Observational data.
- EHCP target tracking and data analysis.
- Pupil voice.
- Parent voice.
- Partnerships & other agency feedback.
- Learning walks.
- Deep dives/theme weeks.
- Teacher Acceleration Teams and Peer Partnerships
- Governor challenge.
- Work scrutinies.
- LSEAT termly quality assurance meetings
- Leadership action plans accountability and review.

## Linked policies and related documents

Assessment Recording and Reporting Policy

Reading Policy

Maths Calculation Policy

Detailed Curriculum overviews by phase

RSHE Policy

SEN Information report

Careers Policy